TITLE: ‘FLUTTERBYS’  GRADE: Prep

MEDIUM: MIXED MEDIA- Stocking, poly fill, pipe cleaners, paper plates, coloured ink, patty pans

FOCUS: Form, colour, shape

After the collaborative creation of our ‘Colour wheel Caterpillar, we revisited Eric Carle’s picture book “The Very Hungry Caterpillar”, this time with a focus on the beautiful emergent butterfly! We decided to call them “Flutterbys” because that’s what they do! A discussion was had about objects having form and shape. Paper plates were used as a canvas to create a ‘drippy’ design in red, yellow and blue with some colour mixing happening along the way. The plates were cut in half once dried to become the wings. For the body of our ‘Flutterby’ we took the bottom of a stocking leg and stuffed it with poly fill, then tied a knot in the end. Two pipe cleaners were twisted firmly around the body to become legs and a third pipe cleaner formed the head shape and antennae. Patty pans were added for big beautiful eyes and the wings glued on. Presto!! Out comes a colourful ‘Flutterby Butterfly’!

TITLE: AQUARIUMS  GRADE: Prep

MEDIUM: Mixed media. Sand paper, oil pastel, shells, tissue paper, coloured ink, glitter paint, paper plates, salt

FOCUS: Space and perspective

The “Rainbow Fish” set the scene for our own Aquariums complete with cute colourful fish! We read the story first, taking special notice of the illustrations and how the artist created a feeling of depth in the underwater scene. We noticed how the whale in the picture looked really tiny and the fish in the front of the picture looked very big in comparison. After chatting with a ‘shoulder buddy’ and discussing this together, we decided the whale must be further away. We also noticed the colours of the fish and seaweed that were in the distance were ‘murkier’. We learned about foreground, middle ground and background. The water effect was created using blue and green ink and sprinkling salt on top. When left to dry; the salt creates a wonderful watery effect. Cutting and pasting skills were put to the test arranging sandpaper for the sea bed sprinkled with shells, tissue paper seaweed and paper plate fish. Our little fish were a product of the ‘Flutterby’ wing scraps that were cut away- they just happened to look like fish!
**TITLE: CHEEKY CHEERFUL CHOOKS  GRADE: Prep**

**MEDIUM:** Oil pastel and watercolours on paper for the chook and acrylic paint on brown paper for background

**FOCUS:** Shape, line

We talked about the shapes we see in our world and how we can even see shapes in objects, animals and people! Before drawing our own ‘Cheeky Cheerful Chooks’; we took a walk over to our own Saint Mary’s chook yard and stood around the fence for some observation. We noted the colours and features and shapes of our feathered friends. Back in the Art room, we created our own chooks step by step in a guided drawing session, focusing on shapes to create a unique chook! Line was added to show feathers and pattern on the body. Water colour technique was explored to add colour to our masterpieces which were then cut out once dried. In the next session we discussed the places chooks like to live, sleep and fossick! First the sky for the background was created by sponging blue and white paint in the top half of the paper. Then blobs of paint in colours suitable for straw were placed along the base of the paper and a small rectangle of cardboard used to scrape and blend the paint in an upward motion toward the sky. Our Cheeky Cheerful Chooks are now happily living in their straw homes!

**TITLE: THE BLACK SHEEP!  GRADE: Prep**

**MEDIUM:** Mixed media. Black and white oil pastels, water colour paint, acrylic paint, kindergarten squares

**FOCUS:** Line, texture

Sheep Vention was the inspiration for this piece. True to name, these ‘Black Sheep’ are different from the rest of the flock; they are cheeky, mischievous, dancing and acrobatic! Drawing the outline of the sheep was supported by guided drawing, step by step, with plenty of options for individual style along the way. Using curly lines with a white oil pastel on the white paper, we did some ‘invisible’ swirls to create a textured look for the sheep’s woolly coat. The magic happened when black water colour paint was applied over the top to reveal the texture. The background is a combination of sponged green and yellow acrylic paint for the grass, again with a focus on creating texture. The beautiful blue sky is a collage of blue and white kindergarten squares.

**TITLE: Collaborative Colour Wheel Caterpillar  GRADE: Prep**

**MEDIUM:** Mixed media. Cover paper, paper plates, foam balls, sand paper, acrylic paint, stocking, poly-fill, wire, string.

**FOCUS:** Form, Shape, Colour

Our collaborative Caterpillar was inspired by Eric Carle’s “The Very Hungry Caterpillar”. We looked at the shapes and colours of the caterpillar in the picture book and discussed the difference between flat two dimensional pictures and the form of three dimensional objects. We also talked about the colour wheel, noting contrasting colours - like the green and red spikes on our caterpillar and analogous colours, like the body segments of our caterpillar. Each child worked to complete two body segments; painting, cutting and pasting their individual section. The pieces were connected using string and Styrofoam balls. A great team effort!
TITLE: Clay Fish Bowls  GRADE: Prep

MEDIUM: Clay, acrylic paints

FOCUS: Form

The Children were very excited about getting their hands on clay for this project! Initially we had some free manipulation and exploring of the clay to get a ‘feel’ for it as a medium for making art. We squished it, squeezed it, pinched it, pulled it, rolled it and flattened it! We talked about ‘warming the clay up’ so that it was easier to work with. A simple shape was chosen as the basis for our clay bowls and a fish outline template used to trace around the fish shape once the clay slab was flattened out to about 1 cm thickness. Cutting around the shape proved to be tricky, being careful to make sure the slab wasn’t too thin or flaky around the edges once it was cut. After clearing away the scrap clay and saving this for the base, we embellished our fish using clay tools to create lines and dots on the surface. The scrap clay was rolled into a sausage shape, formed into a ring and attached to the base (by Mrs. Waters due to time constraints!!) Once the clay had air dried we used acrylic paints to further decorate the little fish bowls. A spray of clear varnish was put over the top to complete.

TITLE: COOL COLOUR SNOWSCAPES  GRADE: 1/2

MEDIUM: Black oil pastel, acrylic paint, white chalk pastel

FOCUS: Colour, Space and Perspective

Before beginning our Snow Scapes we looked at some examples of landscapes and how the artist made a flat picture look three dimensional. The windows of the Art room also provided an excellent opportunity to look out into the distance and notice how objects became smaller the farther away they were and how the colours faded and became less intense. We discovered foreground, middle ground and background when we looked at a picture and how the layers created distance, space and perspective. We began our own Snow Scapes with drawing in black oil pastel three layers; low hills, middle slopes and distant mountains. Acrylic paints were used first to sponge a cold, wintry sky and then to apply a cool colour palette to each layer, from intense white, fading to purple and to mauve tones in the distance. Oil pastel tree trunks were added to the foreground and a dry brush applied to ‘stipple’ tree foliage above. The end result is magic!

TITLE: ABORIGINAL INSPIRED CLAY COIL POTS  GRADE: 1/2

MEDIUM: Air-dry clay, acrylic paint

FOCUS: Form

Before beginning this project we looked at images of traditional woven aboriginal coil baskets. We talked about what a ‘coil’ was and how these were used to create the shape of the basket. Using Air-dry clay, each child learned to manipulate and form the clay into individual snake shapes which were then coiled and layered to build up a coil pot. Once dried, we observed some examples of traditional aboriginal dot paintings. First with a ‘shoulder buddy’ we had a chat about the colours and lines we saw and then recorded these on the whiteboard. With a limited palette of ‘earthy’ colours (though amazingly we still managed to mix pink!), the children painted their pots, focusing on pattern, line and design. The completed pots were sprayed with a gloss to give them strength and shine.
**TITLE: SHAPE ROBOTS GRADE: 1/2**

**MEDIUM:** Assorted papers, black permanent marker, buttons, match sticks, foil, foil patty pans

**FOCUS:** Shape

Shape, shape, shape! We looked at all the shapes surrounding us in our world and identified those we could see in our immediate environment. Looking at an example of a ‘Shape Robot’ already completed, children brainstormed all the shapes they could see and thought about what materials and techniques might have been used. The only direction for this project was that a Robot needed to be created and it must have a head, a body, legs and arms. Freedom and originality were encouraged. Piles of assorted card and paper were put in the middle of tables, along with scissors, glue sticks and background paper. The children’s cutting, pasting and assembling skills were put to the test! The creativity speaks for itself through these unique, colourful robot critters.

**TITLE: THE ‘NEW RED’! GRADE: 1/2**

**MEDIUM:** Black oil pastel, water colour paint, glitter

**FOCUS:** Line, colour

For this project we made a connection with literacy and the wonderful world of Dr. Seuss focusing on his delightful character ‘Red’, from Hop on Pop. After reading the book and taking note of the style of Dr. Seuss’ illustrations, especially ‘Red’, we decided to get creative and bring to life the ‘New Red’! This was a directed line drawing where we drew our character step by step, allowing freedom for the shape and style of Red’s hair and clothing. The technique for using water colour was revised and then used to colour Red in, leaving his face traditionally white, as in Dr. Seuss. Children were directed to apply the water colour so that they had dark and light areas to create light and shade. Once the paint dried, the oil pastel line was redone to give the character ‘oomph’! PVA glue and glitter were applied to make ‘The New Red’s’ hair zing! Characters were cut out carefully and finally pasted onto a background of coloured cover paper to complement our finished creations.

**TITLE: MOSAIC HEARTS GRADE: 3/4**

**MEDIUM:** Assorted papers and card

**FOCUS:** Shape

Shape was the focus for this project. The background canvas of the heart came about as we had been discussing ‘changing hearts’ for the Lenten journey leading up to Easter. We looked at examples of mosaic art from ancient history and also some examples of contemporary Melbourne based artists, Sandie Wright and Deborah Halpern. The brief was to create the effect of mosaic using cut paper pasted onto black cover paper. The design needed to include several regular shapes, repeated colour and design. Care also had to be taken to leave a small amount of space between each shape to give the illusion of grout between the ‘paper tiles’. Each Mosaic heart is very unique and guaranteed to ‘change your heart!’
**TITLE: FALLING BACK IN SPACE**

**GRADE: 3/4**

**MEDIUM: Black oil pastel, water colour paint**

**FOCUS: Perspective and space**

Prior to beginning this guided drawing project, we shared a Big Book on “How Artists Use...” perspective in their work to create the illusion of depth and space. We talked about the ‘vanishing point’ and ‘the lines of perspective’, looking at several works of art and identifying these features. We talked about trick photography where it appears that a person is holding an object much larger like a lighthouse, a trick of perspective. We discovered that things appear larger when they are closer to the eye and smaller when they are further away. This rule was applied to the drawing of our characters ‘falling back in space’; their hands and feet appear much larger than the head and body as the character hurtles back in space. Directed line drawing technique was used to create these works with plenty of freedom to make characters unique. Water colour paints were used to colour with an emphasis on light and shade to add to the illusion of depth. The completed drawing was carefully cut out and pasted onto a splattered starry night sky.

**TITLE: DIGITAL CARTOONING WITH MATT GLOVER**

**GRADE: 3/4 AND 5/6**

**MEDIUM: i-Pad**

**FOCUS: Line, colour, shape**

Accomplished and published Melbourne based cartoonist Matt Glover guided our children in grades 3-6 in the art of digital cartooning. Matt produces his own artwork using an electronic tablet to draw directly to his computer. This method produces crisp, sharp images that can be reproduced easily in a variety of media. After an initial discussion about Matt’s own work, the children learnt techniques and tricks for traditional cartooning using pencil, experimenting with frameworks for their images and creating various expressions for the resulting character. Several sheets of paper later (and plenty of giggles!) our budding cartoonists moved onto using the i-Pads and the Sketch Book Express app. as a tool for creating their own digital cartoons. The results were amazing! The cartoons produced by the children speak for themselves.

**TITLE: PICASSO INSPIRED OWL SCULPTURE**

**GRADE: 3/4**

**MEDIUM: Newspaper, masking tape, Modroc plaster bandages, wood, white acrylic paint, black ink, feathers**

**FOCUS: Form, line**

Prior to beginning this project, we looked at Picasso’s black and white owl sculpture as inspiration. A Homework task was set to closely look at an image of Picasso’s owl and wonder: what it might be made of to give it form? Why might Picasso have chosen only black and white to add detail to his sculpture? How were lines used to create interest? Our first session involved forming the body of the owl with scrunched newspaper and solving the problem of how to best join the segments with masking tape. The Owl needed to have a head, body, wings and powerful legs. In the next session we applied a layer of overlapped, carefully place Modroc plaster bandages to the newspaper shape. Each strip of plaster bandage had to be placed in warm water until it became soft and pliable and smoother over the newspaper owl form. Subsequent sessions concentrated on finishing off with paint, ink line work and details such as eyes, beak and feathers. Each owl has taken on its own personality with a unique shape, pose and pattern.
As for the grade 3/4 students for their ‘Falling Back’ projects, the 5/6 students explored several artworks and observed how artists use line, colour and size of objects to create the illusion of depth in their pieces. We talked about the ‘vanishing point’ and ‘the lines of perspective’, looking at several works of art and identifying these features. Looking out the art room window at the immediate and distant view was helpful and readily accessible! We talked about going on a drive to the mountains, looking ahead along a stretch of road and the illusion of the road ‘vanishing’. The first step was to draw a horizontal line across the middle of the page, then add two diagonal lines from opposite sides of the page that intercepted in the middle of the horizontal line. These lines became the framework for the entire composition and were the guidelines for perspective and also provided the vanishing point. Children had freedom to choose whether the central part of the picture would be a road, a stream, a pathway and the sides could be lined with trees, buildings or a combination of both. At the vanishing point there are sunsets, moon rises, dark tunnels, mountain ranges. A few individuals challenged themselves further to add people and objects, with the focus of perspective in mind.

**Title: Cardboard Shape Sculptures**

**Grade: 5/6**

**Medium:** Cardboard pieces

**Focus:** Shape, form

The design brief set at the onset of this project specified that: students would first and foremost be required to problem solve, overcome frustration and learn from their mistakes! A three dimensional cardboard sculpture needed to be constructed by joining scraps and pieces of cut card without sticky tape or glue (there was a little cheating!). The structure needed to include regular shapes such as squares, rectangles, triangles and circles and some irregular, free form shapes. Techniques for joining the pieces without tape or glue were discussed and demonstrated. It was required to stand on its own without falling apart and have some height about it. This task did indeed prove to be challenging, frustrating and resilience building! It was a great opportunity for free expression and individual style to be explored.

**Title: Yarn and Foil Relief Tiles**

**Grade: 5/6**

**Medium:** Thick string, PVA glue, aluminium foil, assorted coloured permanent markers

**Focus:** Line

To create these effective tiles, the process itself was quite simple, but the results, very eye catching. We discussed various types of line and how they can portray feeling in artwork. We also did the same with colour, discussing with a ‘shoulder buddy’ how colour schemes can affect the overall emotion of an artwork. Why and how colour might be used to enhance display for artworks and the possibilities of using analogous, monochromatic or contrasting colour schemes was explored also. First a simple line design was drawn onto a cardboard rectangle. The inclusion of straight, curved, zig-zag and wavy lines was encouraged. A thin line of PVA glue was trailed over each of the lines and then thick string cut and placed over the top. A sheet of aluminium foil was carefully placed over the design, then gently but firmly pressed to expose and define the pattern underneath. Finally, permanent markers were used to outline (if wished) and colour the tile. These were mounted on black cover paper and then onto a larger coloured piece of cover paper in connection with our earlier discussion about display and enhancement.
TITLE: BIRD REDUCTION PRINTS  
GRADE: 5/6  
MEDIUM: Grey lead pencil, Printing foam, printing ink, cover paper  
FOCUS: Line, shape  

This was a very exciting process that produced many “Ooohs” and “Ahhhhs” from the students as they discovered the results of their hard work! Prior to starting this project, a homework task was set on Melbourne artist Emily Floyd and in particular her ‘Bird Print’. Children explored the shapes and colours of Emily Floyd’s work. They also made links to other artists who used birds as a theme in their artworks. We looked at images and photographs of various birds, paying particular attention to lines and shapes. On paper initially, the students drew several sketches of birds. The birds did not have to be a recognisable species, but did need to include bird-like features in regard to feathers, beak, claws, wings and tail. Following this, the sketch was transferred to a printing foam block.

This foam is very easy to draw into, providing a relief picture to print from. All that is needed is a sharp grey lead pencil and a steady patient hand! The first print was made using white printing ink rolled over the foam block, a black piece of cover paper placed over the top then gently peeled away to reveal the print. After this initial print, another print was made using the lightest colour choice depending whether the student decided to subsequently print blue on yellow, red on yellow or blue on red- so yellow or red for the second print. The printing foam was then taken back to the table and more lines added to the relief design. The foam block is then ‘reduced’ as to where the artist wants to print the next colour, only the new lines appear with the second and subsequent colours. The results speak for themselves- spectacular!

TITLE: WIRE PORTRAITS  
GRADE: 5/6  
MEDIUM: Soft sculpting wire, beads, cardboard backing  
FOCUS: Line, form  

This project continued the theme of line in a new context. We explored the work of U.S. artist Alexander Calder, in particular his wire portraits, by watching a short Power Point presentation showing examples of his work and giving a brief overview to explain it. Again with a ‘shoulder buddy’, students discussed how and why an artist might choose to use wire as the medium for creating an artwork. We regarded ‘line’ in a new context and applied it to this project. Initially, several contour line drawings were done by the students to explore using line alone to draw a simple portrait or outline of an object. Some risk takers closed their eyes or actually blind folded themselves while creating their contour drawings! We talked about ways of joining the wire and creating a three dimensional effect for the features of the face. Each student took a length of wire to fashion into a face shape and then the real fun and problem solving followed. Each wire portrait is unique, interesting and has the artist’s style stamped all over it!